



SOCIAL STUDIES

Students will . . .

- Explain why people form governments
- Distinguish between government and private action
- Explain how local governments balance individual rights with common good
- Construct maps of the local community
- Describe the means people create for moving people, goods and ideas
- Describe the natural, human and capital resources needed for production
- Distinguish between years and decades
- Describe changes in the community over time
- Identify changes in the community and how it was resolved
- Identify public issues in the community, analyze information, compose a statement expressing a position on issue
- Give examples of how conflicts over core democratic values lead people to differ on resolutions to public policy issues in the local community

(A complete listing of content expectations are found on the Michigan Department of Education website)

ADDITIONAL CURRICULUM

Art

Second grade students meet with the art teacher twice for 40 minutes every 15 days.

Physical Education and Music

Second grade students meet for physical education or music every day for 30 minutes.

Shared and Interactive Literacy Experience (SAIL)

All 1st through 5th grade students will engage in common literacy experiences every day for 25 minutes.



ASSESSMENT

Teachers use a variety of methods when assessing students. They may include:

- Portfolio Collection
- Observations
- Demonstrations
- Conferences
- Self evaluations
- Peer evaluations
- Surveys
- Checklists
- Common District Assessment
- STAR Reading and STAR Math
- DRA reading assessment

PARENT COMMUNICATION

Parents are encouraged to talk with their child's teacher at any time during the school year. Following is a list of ways that you may communicate with and/or review your child's progress:

- Synergy
- Teacher's web site/e-mail/voice mail
- Regular parent-teacher conferences

Ways You Can Help Your Child At Home



- ✓ Help your child establish a routine to read independently
- ✓ Be a reader yourself
- ✓ Read to your child (fiction & non-fiction)
- ✓ Encourage them to predict and ask questions as they read
- ✓ Give books, dictionaries, thesauri, spell checkers, academic software, etc. to your children as gifts
- ✓ Make the above resources available in your



Grand Blanc Community Schools

Second Grade Curriculum

Guide for Parents



MISSION STATEMENT

The mission of Grand Blanc Community Schools, the hallmark of academic and personal excellence, is to ensure students actualize their own unique genius, freely and without fear, through a system distinguished by

- Dedication to the discovery of profound learning
- Exemplary models of character and judgment
- Global experiences in life and living
- Emphasis on individual autonomy and self direction
- Unremitting pursuit of the highest human ideals.

READING/LANGUAGE ARTS

Students will . . .

- Listen and contribute to group discussion (*i.e., the teacher may ask the children to share what they know about sports. If your child plays soccer, they may share the rules of soccer or some of their experiences in the sport of soccer*)
- Use expression, descriptive words, and articulate to speak effectively
- Write on a topic with a beginning, middle, and end
- Write using descriptive words, sentence variety, end punctuation, and capital letters (*i.e., students will use descriptive words like exciting and fantastic as well as a combination of short and long sentences. The sentences may look like this—Have you ever been to a circus? They are fantastic! There were hundreds of exciting clowns, huge elephants, scary tigers, and a ten-foot man!*)
- Be introduced to cursive handwriting
- Self edit and revise their writing with teacher assistance (*i.e., they might fix spelling or punctuation mistakes on their own and add description based on the teacher's suggestions*)
- Write for a variety of purposes and genres (*i.e., personal narratives, realistic fiction, fantasy, informational, and poetry*)
- Spell basic high frequency words correctly (*i.e., common words like have, was, were*) and use phonetic spelling (*i.e., spelling words like they sound —“egg-sitting” for “exciting”*)
- Identify and read a variety of literature including fiction, informational text, and poetry
- Read with fluency (*i.e., when reading out loud, the child reads smoothly with expression*)
- Identify the theme of the story and support with details, both orally and in writing
- Identify the main idea of a text and give supporting details
- Compare two texts and show how they are alike
- Use a variety of strategies such as picture clues, phonics and context clues to decode text (*i.e., they may come across a difficult word like breakfast. To decode the text, they may look at the picture of pancakes and eggs. They may think about the prior sentence with the word morning in it. They may see the word fast in breakfast. They will use all of this information to figure out the word breakfast.*)
- Read a variety of text with accuracy and expression
- Self monitor comprehension while reading using a variety of strategies (*i.e., reread, infer, questioning*)



MATH



Students will . . .

- Represent and solve problems involving addition and subtraction within 100 to solve one- and two-step problems
- Add and subtract within 20; Know from memory all sums of two one-digit numbers
- Work with equal groups of objects to gain foundations for multiplication.
- Understand place value for three-digit numbers
- Use place value understanding and properties of operations to add and subtract and be able to explain why these strategies work
- Measure and estimate lengths in standard units (both metric and standard)
- Relate addition and subtraction to length
- Work with time (to the nearest 5 minutes) and money
- Represent and interpret data.
- Reason with shapes and their attributes; partition circles and rectangles into equal shares

SCIENCE

Students will . . .

- Make purposeful observations and generate questions of the natural world using appropriate senses
- Plan and conduct simple investigations and manipulate simple tools, making accurate measurements that aid observation and data collection
- Construct simple charts & graphs from data/observations and share ideas through conversation, communicating, using evidence, and present findings of observations
- Develop strategies and skills for information gathering and problem solving
- Describe objects and substances according to their properties (color, size, shape, texture, hardness, liquid or solid, sinking or floating)
- Measure the length of objects using rulers (centimeters) and meter sticks (meters) and the volume of liquids using common measuring tools (measuring cups/spoons)
- Compare the weight of objects using balances
- Classify objects as single substances (ice, silver, sugar, salt) or mixtures (salt & pepper, mixed dry beans)
- Identify the needs of plants; describe the life cycle of familiar flowering plants including the following stages: seed, plant, flower, and fruit and identify characteristics of plants that are passed on from parents to young (*i.e., leaf shape, flower type, color, size*)
- Describe the major landforms of the surface of the Earth (mountains, plains, plateaus, valleys, hills)
- Identify water sources and household uses of water
- Describe the properties (visible, flowing, melting, dew) of water as a liquid (lakes, rivers, streams, oceans)
- Describe the properties (hard, visible, freezing, ice) of water as a solid (ice, snow, iceberg, sleet, hail)
- Describe how rain collects on the surface of the Earth and flows downhill into bodies of water (streams, rivers, lakes, oceans) or into the ground
- Describe the major bodies of water on the Earth's surface (lakes, ponds, oceans, rivers, streams)

